



August 2009

DEPARTMENT OF EDUCATION
2008–2009 School Year Reports

Dear School Board Members and School Personnel:

The Maine Comprehensive Assessment System is the State's measure of student progress in achieving the State standards known as *Learning Results*. The Maine Educational Assessment (MEA) is administered in grades 3 through 8 to meet these state assessment requirements. Since the spring of 2006, the SAT Reasoning Test™ (SAT) has been administered to students in their third year of high school in place of the MEA for state and federal purposes. The move from the MEA to the SAT in grade 11 was made to encourage all students in the goal of attaining college and high-level workplace readiness as well as to measure academic achievement. This year, the mathematics portion of the SAT Reasoning Test™ was augmented with 11 additional mathematics items (the Math-A test) to more fully measure Maine's *Learning Results*. The assessment continues to include science testing, which resumed last year after a two-year hiatus. The combined set of tests comprises the Maine High School Assessment (MHSA).

These 2008-2009 Maine High School Assessment Summary Reports contain the results of student performance in critical reading, mathematics, writing, and science reported according to the academic standards described above and disaggregated by student and school characteristics. The MHSA achievement level standards for the 2009 critical reading, writing, mathematics and science sections of the MHSA were determined by Maine educators with specific expertise within the content areas. This report, together with individual student and subject-specific student roster reports, provides support for use in program evaluation and planning. All scores contained in these reports are included for Maine state and federal reporting purposes only. While scores from the SAT may also be used for college admission by most students, they may not be used for that purpose if a student received accommodations during the test administration that exceeded those made available by the College Board.

These results reflect scores based on SAT, Math-A, and Science test questions that were taken by over 15,000 students who were enrolled in their third year of high school across all Maine public schools. The MHSA employs an assessment design that requires students to create a written response to a writing prompt, generate answers to open-ended mathematics and science questions, and in all subjects, select answers to multiple-choice questions. More information about the design, history, and use of the SAT can be found at: http://www.maine.gov/education/sat_initiative/.

I look forward to working with you in support of our continued efforts to improve the quality and effectiveness of the instructional opportunities designed to help all students achieve the high standards of the *Learning Results* and graduate from any Maine high school prepared for college, career, and citizenship.

Sincerely,

Susan A. Gendron
Commissioner of Education

Maine
High School
Assessment

High School Report

Test Date: May 2009
Code: 10571240
SAU: Falmouth School Department
School: Falmouth High School

Contents of the Report

The report is divided into six main sections including a section describing the students tested and a separate section for the results in each content area.

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SUMMARY OF SCORES

Test Date: May 2009

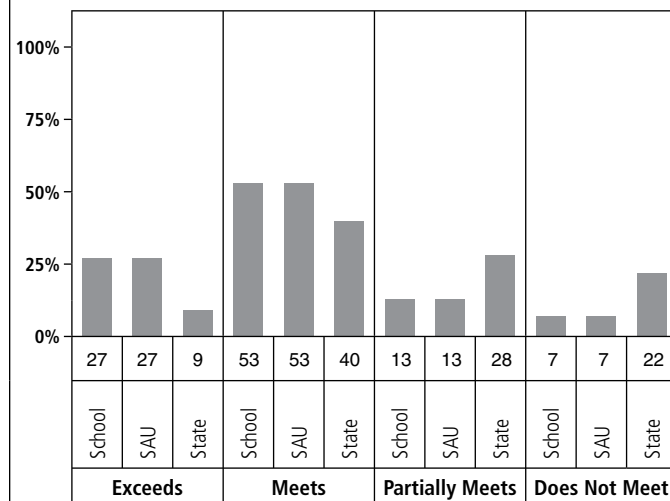
SAU: Falmouth School Department

School: Falmouth High School

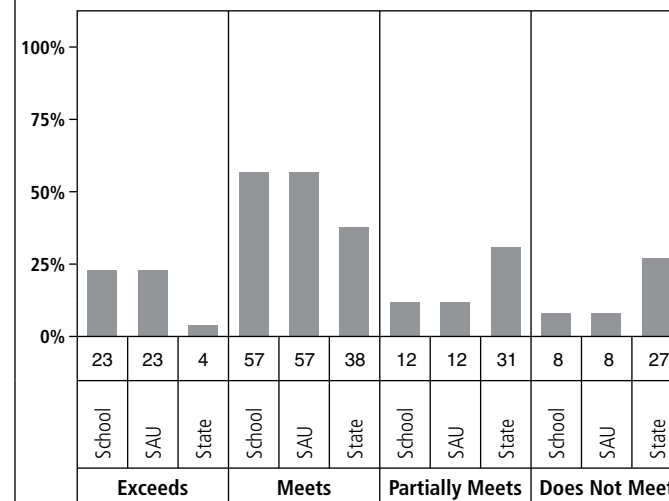
Summary of School, SAU, and State Scores

Year	Average Scaled Score		
	School	SAU	State
Critical Reading			
2006–2007	1152	1152	1141
2007–2008	1151	1151	1141
2008–2009	1152	1152	1141
Cum Average*	1152	1152	1141
Mathematics			
2006–2007	1152	1152	1140
2007–2008	1151	1151	1141
2008–2009	1152	1152	1141
Cum Average*	1152	1152	1141
Writing			
2006–2007	1153	1153	1141
2007–2008	1149	1149	1140
2008–2009	1151	1151	1140
Cum Average*	1151	1151	1140
Science 2008–2009**	1149	1149	1140

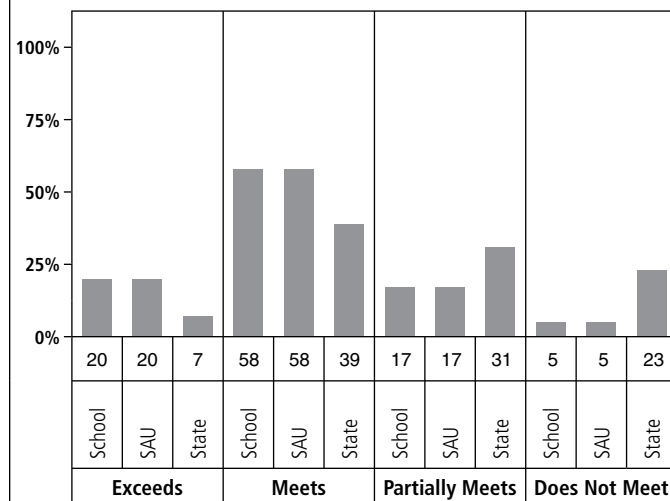
CRITICAL READING



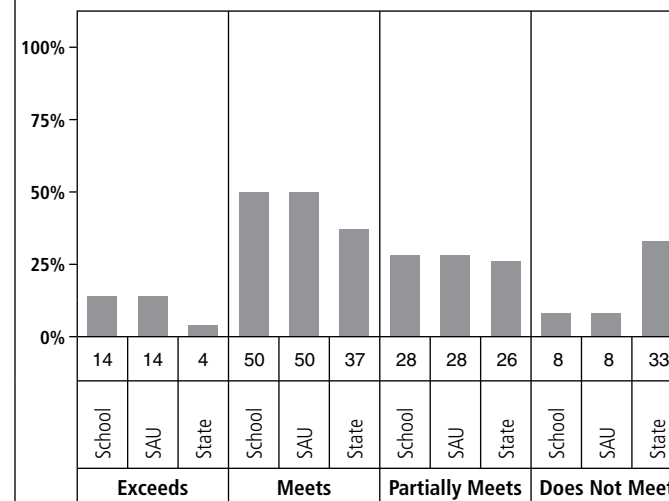
MATHEMATICS



WRITING



SCIENCE



*Cumulative averages are weighted, i.e., the scaled scores are averaged proportionally based on the numbers of students in each year.

**Because science standards were reset in May 2009, no historical data are available.

SUMMARY OF STUDENT PARTICIPATION

Test Date: May 2009
SAU: Falmouth School Department
School: Falmouth High School

CATEGORY OF PARTICIPATION	Enrollment ¹ during testing window						CONTENT AREA PARTICIPATION ²																							
							Critical Reading						Mathematics						Writing						Science					
	School		SAU		State		School		SAU		State		School		SAU		State		School		SAU		State		School		SAU		State	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Total number of students	172	100	172	100	15632	100	169	98	169	98	14928	96	171	99	171	99	15274	98	169	98	169	98	14926	96	170	99	170	99	15079	97
Ethnicity African American/Black	1	1	1	1	341	2	1	100	1	100	310	91	1	100	1	100	322	95	1	100	1	100	309	91	1	100	1	100	317	93
American Indian or Native Alaskan	0	0	0	0	111	1	0	0	0	0	101	91	0	0	0	0	107	96	0	0	0	0	101	91	0	0	0	0	103	93
Asian or Pacific Islander	6	3	6	3	241	2	6	100	6	100	221	92	6	100	6	100	229	95	6	100	6	100	221	92	6	100	6	100	227	94
Hispanic	1	1	1	1	166	1	1	100	1	100	156	94	1	100	1	100	162	98	1	100	1	100	156	94	1	100	1	100	155	93
Caucasian/White	164	95	164	95	14773	95	161	98	161	98	14140	96	163	99	163	99	14454	98	161	98	161	98	14139	96	162	99	162	99	14277	97
Not Reported	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Identified disability	19	11	19	11	2327	15	19	100	19	100	2108	91	19	100	19	100	2200	95	19	100	19	100	2099	91	18	95	18	95	2140	92
Current LEP	0	0	0	0	262	2	0	0	0	0	232	89	0	0	0	0	246	94	0	0	0	0	231	88	0	0	0	0	240	92
Economically disadvantaged	3	2	3	2	4634	30	3	100	3	100	4263	92	3	100	3	100	4451	96	3	100	3	100	4262	92	2	67	2	67	4383	95
Migrant	0	0	0	0	5	0	0	0	0	0	4	80	0	0	0	0	5	100	0	0	0	0	4	80	0	0	0	0	5	100

MODE OF PARTICIPATION ³	Critical Reading						Mathematics						Writing						Science					
	School		SAU		State		School		SAU		State		School		SAU		State		School		SAU		State	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Participation without accommodations	151	88	151	88	13079	84	153	89	153	89	13417	86	151	88	151	88	13084	84	153	89	153	89	13288	85
Identified disability (PET/IEP)	3	2	3	2	727	6	3	2	3	2	814	6	3	2	3	2	725	6	3	2	3	2	802	6
LEP	0	0	0	0	170	1	0	0	0	0	181	1	0	0	0	0	170	1	0	0	0	0	177	1
504 plan	2	1	2	1	238	2	3	2	3	2	245	2	2	1	2	1	238	2	3	2	3	2	241	2
Participation with accommodations	17	10	17	10	1626	10	17	10	17	10	1636	10	17	10	17	10	1624	10	16	9	16	9	1579	10
Identified disability (PET/IEP)	15	88	15	88	1158	71	15	88	15	88	1165	71	15	88	15	88	1156	71	14	88	14	88	1126	71
LEP	0	0	0	0	56	3	0	0	0	0	59	4	0	0	0	0	55	3	0	0	0	0	57	4
504 plan	1	6	1	6	79	5	1	6	1	6	79	5	1	6	1	6	80	5	1	6	1	6	77	5
Other	1	6	1	6	360	22	1	6	1	6	360	22	1	6	1	6	360	22	1	6	1	6	345	22
Participation through alternate assessment (PAAP)	1	1	1	1	223	1	1	1	1	1	221	1	1	1	1	1	218	1	1	1	1	1	212	1
Identified disability (PET/IEP)	1	100	1	100	223	100	1	100	1	100	221	100	1	100	1	100	218	100	1	100	1	100	212	100
LEP	0	0	0	0	6	3	0	0	0	0	6	3	0	0	0	0	6	3	0	0	0	0	6	3
504 plan	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Approved non-participation in reading – 1st year LEP	0	0	0	0	0	0																		
Approved non-participation – special consideration	0	0	0	0	24	0	0	0	0	0	34	0	0	0	0	0	24	0	0	0	0	0	26	0
Non-participation – other	3	2	3	2	680	4	1	1	1	1	324	2	3	2	3	2	682	4	2	1	2	1	527	3

¹Percents are the percentage of students enrolled in each participation category.

²Percents are the percentage of students, including those who participated through alternate assessment (PAAP), who participated in the content area.

³Percents are the percentage of students in each content area by mode.

CRITICAL READING RESULTS

Test Date: May 2009
 SAU: Falmouth School Department
 School: Falmouth High School

ACHIEVEMENT LEVELS: Achievement level definitions describe the quality of a student's responses on state-level assessments in relation to the reading standards for achieving Maine's *Learning Results*.

Maine state-level assessments measure the knowledge and skills of students by sampling identified standards within reading at the grade level assessed. Evidence includes responses to multiple-choice items in an "on demand" setting.

		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
Exceeds the Standards – The student's work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by applying a variety of reasoning skills and prior knowledge as the student draws in-depth inferences, analyzes texts for subtle clues, synthesizes information across texts, and uses knowledge of text structures and literary devices to make deeper connections within or across texts to increase comprehension. (scaled score 1162-1180)	2006-2007	37	25	37	25	1168	8
	2007-2008	36	22	36	22	1184	8
	2008-2009	45	27	45	27	1339	9
	Cum. Total*	118	25	118	24	3691	8
Meets the Standards – The student's work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by applying a variety of reasoning skills and prior knowledge as the student draws inferences, identifies summary statements, connects ideas within and across texts, and uses knowledge of text structures and literary devices to increase comprehension. (scaled score 1142-1160)	2006-2007	80	54	80	54	5714	38
	2007-2008	92	56	92	56	5885	40
	2008-2009	89	53	89	53	5897	40
	Cum. Total*	261	54	261	54	17496	40
Partially Meets the Standards – The student's work demonstrates an inconsistent ability to read and interpret literary and informational texts appropriate for the grade level. The student's ability to use a variety of reasoning skills and prior knowledge varies depending on the texts as s/he draws inferences, identifies summary statements, connects ideas within and across texts, and uses knowledge of text structures and literary devices to support comprehension. (scaled score 1130-1140)	2006-2007	23	16	24	16	4728	31
	2007-2008	26	16	27	16	4093	28
	2008-2009	22	13	22	13	4169	28
	Cum. Total*	71	15	73	15	12990	29
Does Not Meet the Standards – The student's work demonstrates a limited ability to read and interpret literary and informational texts appropriate for the grade level. The student's responses are often incorrect leaving the impression that the student found it difficult to use a variety of reasoning skills and prior knowledge as s/he draws inferences, identifies summary statements, connects ideas within and across texts, or uses knowledge of text structures and literary devices to support comprehension. (scaled score 1100-1128)	2006-2007	8	5	8	5	3444	23
	2007-2008	9	6	10	6	3417	23
	2008-2009	12	7	12	7	3255	22
	Cum. Total*	29	6	30	6	10116	23

CRITICAL READING RESULTS BY REPORTING SUBGROUPS

Test Date: May 2009
SAU: Falmouth School Department
School: Falmouth High School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	168	45	27	89	53	22	13	12	7	1152	168	27	53	13	7	1152	14660	9	40	28	22	1141
Ethnicity																						
African American/Black	1										1						303	3	23	27	47	1133
American Indian or Native Alaskan	0										0						100	5	27	30	38	1135
Asian or Pacific Islander	6	1	17	4	67	1	17	0	0	1151	6	17	67	17	0	1151	219	11	34	28	26	1141
Hispanic	1										1						151	3	34	33	30	1137
Caucasian/White	160	44	28	83	52	21	13	12	8	1152	160	28	52	13	8	1152	13887	9	41	28	21	1141
Not Reported	0										0						0					
Identified disability																						
Yes	18	0	0	5	28	4	22	9	50	1133	18	0	28	22	50	1133	1865	1	11	24	64	1127
No	150	45	30	84	56	18	12	3	2	1155	150	30	56	12	2	1155	12795	10	45	29	16	1143
Current LEP																						
Yes	0										0						225	0	9	22	68	1126
No	168	45	27	89	53	22	13	12	7	1152	168	27	53	13	7	1152	14435	9	41	29	21	1141
Economically disadvantaged																						
Yes	3										3						4120	3	30	32	35	1136
No	165	45	27	88	53	21	13	11	7	1153	165	27	53	13	7	1153	10540	11	44	27	17	1143
Migrant																						
Yes	0										0						3					
No	168	45	27	89	53	22	13	12	7	1152	168	27	53	13	7	1152	14657	9	40	28	22	1141
Gender																						
Female	79	19	24	43	54	11	14	6	8	1151	79	24	54	14	8	1151	7098	10	43	29	18	1142
Male	89	26	29	46	52	11	12	6	7	1153	89	29	52	12	7	1153	7562	9	37	28	26	1140
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	0										0						291	3	28	28	41	1135
No	168	45	27	89	53	22	13	12	7	1152	168	27	53	13	7	1152	14369	9	40	28	22	1141
Gifted/talented program																						
Yes	12	8	67	4	33	0	0	0	0	1166	12	67	33	0	0	1166	520	52	45	3	1	1161
No	156	37	24	85	54	22	14	12	8	1151	156	24	54	14	8	1151	14140	8	40	29	23	1140

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

MATHEMATICS RESULTS

Test Date: May 2009
SAU: Falmouth School Department
School: Falmouth High School

ACHIEVEMENT LEVELS: Achievement level definitions describe the quality of a student's responses on state-level assessments in relation to the mathematics standards for achieving Maine's *Learning Results*. Maine state-level assessments measure the knowledge and skills of students by sampling identified standards within mathematics at the grade level assessed. Evidence includes responses to a combination of multiple-choice items and items requiring student-created responses in an "on demand" setting.

STUDENTS AT EACH ACHIEVEMENT LEVEL

		School		SAU		State	
		N	%	N	%	N	%
Exceeds the Standards – The student's work demonstrates in-depth understanding of essential concepts in mathematics, including the ability to make multiple connections among central ideas. The student's responses demonstrate the ability to synthesize information, analyze and solve difficult or unfamiliar problems, and apply complex concepts. (scaled score 1162-1180)	2006-2007	31	21	31	21	578	4
	2007-2008	35	21	35	21	637	4
	2008-2009	39	23	39	23	596	4
	Cum. Total*	105	22	105	22	1811	4
Meets the Standards – The student's work demonstrates an understanding of essential concepts in mathematics, including the ability to make connections among central ideas. The student's responses demonstrate the ability to reason, analyze and solve problems, and apply concepts. (scaled score 1142-1160)	2006-2007	89	60	89	59	5481	36
	2007-2008	93	57	93	56	5508	37
	2008-2009	97	57	97	57	5674	38
	Cum. Total*	279	58	279	58	16663	37
Partially Meets the Standards – The student's work demonstrates incomplete understanding of essential concepts in mathematics and inconsistent connections among central ideas. The student's responses demonstrate some ability to analyze and solve problems and apply concepts. (scaled score 1134-1140)	2006-2007	19	13	19	13	4754	31
	2007-2008	28	17	28	17	5065	34
	2008-2009	20	12	20	12	4622	31
	Cum. Total*	67	14	67	14	14441	32
Does Not Meet the Standards – The student's work demonstrates limited understanding of essential concepts in mathematics and infrequent or inaccurate connections among central ideas. The student's responses demonstrate minimal ability to solve problems and apply concepts. (scaled score 1100-1132)	2006-2007	10	7	11	7	4607	30
	2007-2008	7	4	9	5	3660	25
	2008-2009	14	8	14	8	4116	27
	Cum. Total*	31	6	34	7	12383	27

MATHEMATICS RESULTS BY REPORTING SUBGROUPS

Test Date: May 2009
SAU: Falmouth School Department
School: Falmouth High School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	170	39	23	97	57	20	12	14	8	1152	170	23	57	12	8	1152	15008	4	38	31	27	1141
Ethnicity																						
African American/Black	1										1						315	1	15	29	56	1134
American Indian or Native Alaskan	0										0						106	1	20	31	48	1134
Asian or Pacific Islander	6	2	33	3	50	1	17	0	0	1156	6	33	50	17	0	1156	227	11	41	28	21	1144
Hispanic	1										1						157	1	27	25	46	1136
Caucasian/White	162	37	23	93	57	18	11	14	9	1152	162	23	57	11	9	1152	14203	4	39	31	27	1141
Not Reported	0										0						0					
Identified disability																						
Yes	18	0	0	5	28	5	28	8	44	1137	18	0	28	28	44	1137	1959	0	7	19	73	1130
No	152	39	26	92	61	15	10	6	4	1154	152	26	61	10	4	1154	13049	5	42	33	21	1142
Current LEP																						
Yes	0										0						239	0	14	24	62	1132
No	170	39	23	97	57	20	12	14	8	1152	170	23	57	12	8	1152	14769	4	38	31	27	1141
Economically disadvantaged																						
Yes	3										3						4306	1	24	33	42	1136
No	167	39	23	96	57	20	12	12	7	1152	167	23	57	12	7	1152	10702	5	43	30	21	1142
Migrant																						
Yes	0										0						4					
No	170	39	23	97	57	20	12	14	8	1152	170	23	57	12	8	1152	15004	4	38	31	27	1141
Gender																						
Female	80	15	19	46	58	9	11	10	13	1150	80	19	58	11	13	1150	7248	3	38	33	27	1140
Male	90	24	27	51	57	11	12	4	4	1154	90	27	57	12	4	1154	7760	5	38	29	28	1141
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	0										0						293	1	23	37	39	1137
No	170	39	23	97	57	20	12	14	8	1152	170	23	57	12	8	1152	14715	4	38	31	27	1141
Gifted/talented program																						
Yes	12	8	67	4	33	0	0	0	0	1167	12	67	33	0	0	1167	521	31	63	4	2	1157
No	158	31	20	93	59	20	13	14	9	1151	158	20	59	13	9	1151	14487	3	37	32	28	1140

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

WRITING RESULTS

Test Date: May 2009
SAU: Falmouth School Department
School: Falmouth High School

ACHIEVEMENT LEVELS: Achievement level definitions describe the quality of a student's responses on state-level assessments in relation to the writing standards for achieving Maine's *Learning Results*.

Maine state-level assessments measure the knowledge and skills of students by sampling identified standards within writing at the grade level assessed. Evidence includes responses to a combination of multiple-choice items and items requiring student-created responses in an "on demand" setting.

		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
Exceeds the Standards – The student's responses demonstrate skillful ability to select clear, precise sentence improvements that are free of awkwardness or ambiguity; to recognize grammar and usage errors; and to select revisions that add to the clarity, precision and overall effectiveness of a passage. The student's essay demonstrates an effectively developed and insightful point of view on the issue and outstanding critical thinking, with clearly appropriate examples, reasons, and other evidence to support a position. The essay is well-organized and clearly focused, demonstrating clear coherence and smooth progression of ideas and free of most errors in grammar, usage, and mechanics. (scaled score 1162-1180)	2006-2007	32	22	32	21	937	6
	2007-2008	30	18	30	18	962	7
	2008-2009	33	20	33	20	1062	7
	Cum. Total*	95	20	95	20	2961	7
Meets the Standards – The student's responses demonstrate ability to select clear sentence improvements that are free of awkwardness or ambiguity; to recognize grammar and usage errors; and to select revisions that add to the clarity and overall effectiveness of a passage. The student's essay demonstrates an effectively developed point of view on the issue and strong critical thinking, with generally appropriate examples, reasons, and other evidence to support a position. The essay is well-organized and focused, demonstrating coherence and progression of ideas and generally free of most errors in grammar, usage, and mechanics. (scaled score 1142-1160)	2006-2007	90	61	90	60	6167	41
	2007-2008	87	53	87	53	5564	38
	2008-2009	98	58	98	58	5706	39
	Cum. Total*	275	57	275	57	17437	39
Partially Meets the Standards – The student's responses demonstrate inconsistent ability to select clear sentence improvements that are free of awkwardness or ambiguity; to recognize grammar and usage errors; and to select revisions that add to the clarity and overall effectiveness of a passage. The student's essay demonstrates a developed point of view on the issue and some critical thinking, but may do so inconsistently or with inadequate examples, reasons, or other evidence to support a position. The essay is generally organized and focused, but may demonstrate some lapses in coherence or progression of ideas and may contain errors in grammar, usage, and mechanics. (scaled score 1130-1140)	2006-2007	19	13	20	13	4723	31
	2007-2008	38	23	39	24	4679	32
	2008-2009	29	17	29	17	4487	31
	Cum. Total*	86	18	88	18	13889	31
Does Not Meet the Standards – The student's responses demonstrate limited ability to select clear sentence improvements that are free of awkwardness or ambiguity; to recognize grammar and usage errors; and to select revisions that add to the clarity and overall effectiveness of a passage. The student's essay demonstrates a vague or seriously limited point of view on the issues and weak critical thinking, with inappropriate or insufficient examples, reasons, or other evidence to support a position. The essay is poorly organized and/or focused and may contain an accumulation of errors in grammar, usage, and mechanics that interfere with understanding the message of the essay. (scaled score 1100-1128)	2006-2007	7	5	7	5	3227	21
	2007-2008	8	5	9	5	3376	23
	2008-2009	8	5	8	5	3408	23
	Cum. Total*	23	5	24	5	10011	23

WRITING RESULTS BY REPORTING SUBGROUPS

Test Date: May 2009
SAU: Falmouth School Department
School: Falmouth High School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	168	33	20	98	58	29	17	8	5	1151	168	20	58	17	5	1151	14663	7	39	31	23	1140
Ethnicity																						
African American/Black	1										1						302	2	22	32	44	1133
American Indian or Native Alaskan	0										0						100	2	23	35	40	1134
Asian or Pacific Islander	6	2	33	3	50	1	17	0	0	1153	6	33	50	17	0	1153	219	10	37	27	26	1141
Hispanic	1										1						151	4	29	32	35	1135
Caucasian/White	160	31	19	94	59	27	17	8	5	1151	160	19	59	17	5	1151	13891	7	40	31	23	1140
Not Reported	0										0						0					
Identified disability																						
Yes	18	0	0	5	28	8	44	5	28	1136	18	0	28	44	28	1136	1861	0	8	21	71	1125
No	150	33	22	93	62	21	14	3	2	1153	150	22	62	14	2	1153	12802	8	43	32	16	1142
Current LEP																						
Yes	0										0						224	0	8	28	64	1127
No	168	33	20	98	58	29	17	8	5	1151	168	20	58	17	5	1151	14439	7	39	31	23	1140
Economically disadvantaged																						
Yes	3										3						4121	2	27	33	38	1134
No	165	33	20	97	59	28	17	7	4	1152	165	20	59	17	4	1152	10542	9	44	30	18	1142
Migrant																						
Yes	0										0						3					
No	168	33	20	98	58	29	17	8	5	1151	168	20	58	17	5	1151	14660	7	39	31	23	1140
Gender																						
Female	79	16	20	45	57	14	18	4	5	1152	79	20	57	18	5	1152	7103	9	43	31	17	1143
Male	89	17	19	53	60	15	17	4	4	1151	89	19	60	17	4	1151	7560	6	35	30	30	1138
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	0										0						291	3	25	36	35	1135
No	168	33	20	98	58	29	17	8	5	1151	168	20	58	17	5	1151	14372	7	39	30	23	1140
Gifted/talented program																						
Yes	12	6	50	6	50	0	0	0	0	1163	12	50	50	0	0	1163	520	43	52	3	1	1159
No	156	27	17	92	59	29	19	8	5	1150	156	17	59	19	5	1150	14143	6	38	32	24	1139

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

SCIENCE RESULTS

Test Date: May 2009
SAU: Falmouth School Department
School: Falmouth High School

ACHIEVEMENT LEVELS: Achievement level definitions describe the quality of a student's responses on state-level assessments in relation to the science standards for achieving Maine's *Learning Results*.

Maine state-level assessments measure the knowledge and skills of students by sampling identified standards within science at the grade level assessed. Evidence includes responses to a combination of multiple-choice items and items requiring student-created responses in an "on demand" setting.

Exceeds the Standards – The student's work demonstrates in-depth understanding of essential concepts in science, including the ability to make multiple connections among central ideas. The student's responses demonstrate the ability to synthesize information, analyze and solve difficult problems, and explain complex concepts using evidence and proper terminology to support and communicate logical conclusions. (scaled score 1162-1180)

2008-2009*

Meets the Standards – The student's work demonstrates a general understanding of essential concepts in science, including the ability to make connections among central ideas. The student's responses demonstrate the ability to analyze and solve routine problems and explain central concepts with sufficient clarity and accuracy to demonstrate general understanding. (scaled score 1142-1160)

2008-2009*

Partially Meets the Standards – The student's work demonstrates incomplete understanding of essential concepts in science and inconsistent connections among central ideas. The student's responses demonstrate some ability to analyze and solve problems but the quality of responses is inconsistent. Explanation of concepts may be incomplete or unclear. (scaled score 1134-1140)

2008-2009*

Does Not Meet the Standards – The student's work demonstrates limited understanding of essential concepts in science and infrequent or inaccurate connections among central ideas. The student's responses demonstrate minimal ability to solve problems. Explanations are illogical, incomplete, or missing. There are many inaccuracies. (scaled score 1100-1132)

2008-2009*

STUDENTS AT EACH ACHIEVEMENT LEVEL

School		SAU		State	
N	%	N	%	N	%
24	14	24	14	602	4
85	50	85	50	5431	37
47	28	47	28	3876	26
13	8	13	8	4958	33

Learning Results Content Standards	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Science Total Points	56	100	31.09	55.5	31.09	55.5	22.76	40.6
D. The Physical Setting	34	61	18.57	54.6	18.57	54.6	13.63	40.1
D1/D2 Earth/Space	14	25	7.54	53.9	7.54	53.9	6.05	43.2
D3/D4 Matter and Energy/Force and Motion	20	36	11.03	55.2	11.03	55.2	7.58	37.9
E. The Living Environment	22	39	12.53	57.0	12.53	57.0	9.13	41.5

The MHSA assesses students' science knowledge based on questions that measure the science accountability content standards highlighted in Maine's 2007 *Learning Results: Parameters for Essential Instruction*, which can be found at: <http://www.maine.gov/education/lres/pei/index.html>.

Content Standard D. The Physical Setting

- D1 - Universe and Solar System
- D2 - Earth
- D3 - Matter and Energy
- D4 - Force and Motion

Content Standard E. The Living Environment

- E1 - Biodiversity
- E2 - Ecosystems
- E3 - Cells
- E4 - Heredity and Reproduction
- E5 - Evolution

SCIENCE RESULTS BY REPORTING SUBGROUPS

Test Date: May 2009
SAU: Falmouth School Department
School: Falmouth High School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	169	24	14	85	50	47	28	13	8	1149	169	14	50	28	8	1149	14867	4	37	26	33	1140
Ethnicity																						
African American/Black	1										1						311	1	18	20	61	1133
American Indian or Native Alaskan	0										0						102	1	19	30	50	1135
Asian or Pacific Islander	6	1	17	4	67	1	17	0	0	1152	6	17	67	17	0	1152	225	5	40	20	36	1141
Hispanic	1										1						152	2	23	18	57	1136
Caucasian/White	161	23	14	79	49	46	29	13	8	1148	161	14	49	29	8	1148	14077	4	37	26	32	1141
Not Reported	0										0						0					
Identified disability																						
Yes	17	0	0	2	12	7	41	8	47	1134	17	0	12	41	47	1134	1928	0	9	18	72	1131
No	152	24	16	83	55	40	26	5	3	1150	152	16	55	26	3	1150	12939	5	41	27	28	1142
Current LEP																						
Yes	0										0						234	0	10	11	79	1129
No	169	24	14	85	50	47	28	13	8	1149	169	14	50	28	8	1149	14633	4	37	26	33	1140
Economically disadvantaged																						
Yes	2										2						4264	2	24	26	47	1136
No	167	24	14	84	50	47	28	12	7	1149	167	14	50	28	7	1149	10603	5	41	26	28	1142
Migrant																						
Yes	0										0						4					
No	169	24	14	85	50	47	28	13	8	1149	169	14	50	28	8	1149	14863	4	37	26	33	1140
Gender																						
Female	79	6	8	37	47	28	35	8	10	1145	79	8	47	35	10	1145	7179	2	32	29	37	1139
Male	90	18	20	48	53	19	21	5	6	1151	90	20	53	21	6	1151	7688	6	40	23	30	1142
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	0										0						287	2	23	26	49	1136
No	169	24	14	85	50	47	28	13	8	1149	169	14	50	28	8	1149	14580	4	37	26	33	1140
Gifted/talented program																						
Yes	12	4	33	7	58	1	8	0	0	1158	12	33	58	8	0	1158	517	28	65	6	1	1156
No	157	20	13	78	50	46	29	13	8	1148	157	13	50	29	8	1148	14350	3	35	27	35	1140

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

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